DOCUMENT RESUME

ED 273 666 TM 860 515

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TITLE	The Registered Holistic Scoring Method for Scoring Student Essays: Scoring Guide for Training. New Jersey's Statewide Testing System High School Proficiency Test.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
REPORT NO	PTM-500-38
PUB DATE	Nov 85
NOTE	50p.; For a related documents, see TM 860 516.
AVAILABLE FROM	New Jersey State Department of Education, 225 W. State Street, CN 500, Trenton, NJ 08625 ($5.50).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Essay Tests; *Evaluation Criteria; Evaluators; Grade 9; *Holistic Evaluation; Minimum Competency Testing; *Scoring; Secondary Education; State Programs; Teaching Guides; Testing Programs; Test Reliability; Training Methods; *Writing Evaluation
IDENTIFIERS	New Jersey; *New Jersey High School Proficiency Test; *Registered Holistic Scoring Method

ABSTRACT

This document presents information to trainers already trained in the Registered Holistic scoring method. It has been developed to assist these trainers in training others in the procedures and the criteria of the new scoring method. The Registered Holistic scoring method was designed and field tested for the ninth grade writing sample component of the New Jersey High School Proficiency Test (HSPT). This guide contains an operational definition of the new scoring method, guidelines for scoring, factors related to maintaining scorer objectivity, and rules for conducting a scoring discussion. In addition, the scoring guide sets forth the criterion at each of the six score points with descriptive features that indicate at each score point the student-writer's command of written language: inadequate command; limited command; partial command; command; generally strong command; and strong command. Sample student essays, written about a task the student did not enjoy, are included with comments explaining the assigned score. (Author/GDC)

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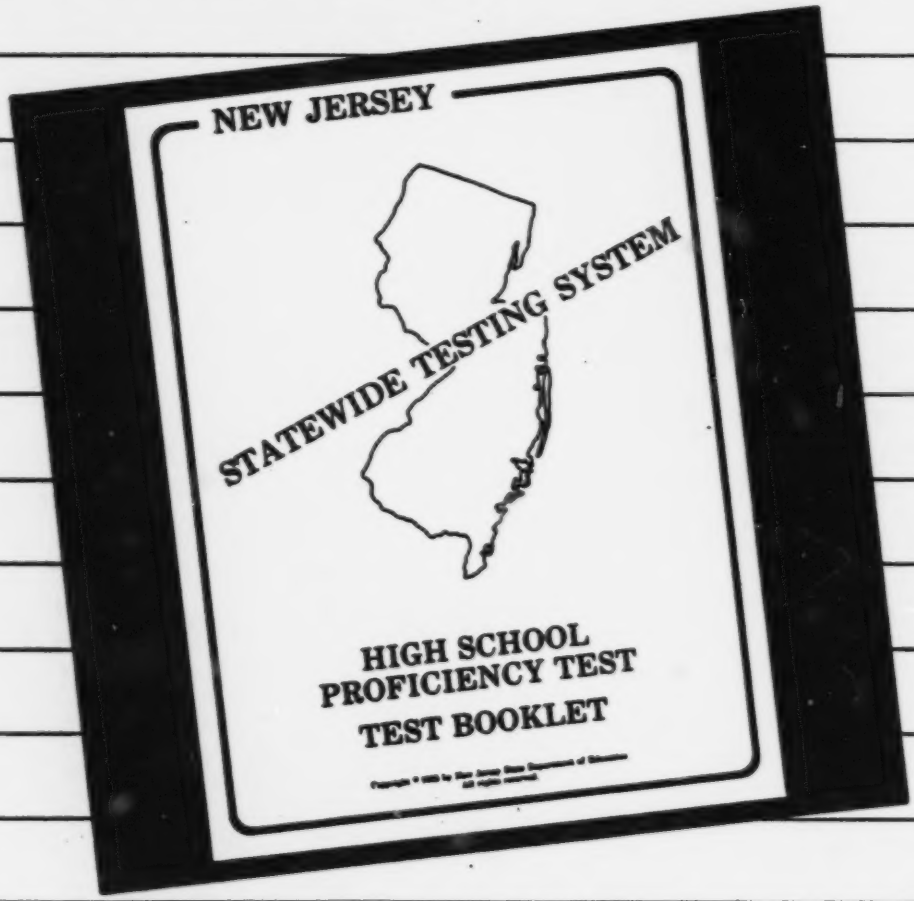
THE REGISTERED HOLISTIC SCORING METHOD FOR SCORING STUDENT ESSAYS:



SCORING GUIDE FOR TRAINING

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NEW JERSEY'S STATEWIDE TESTING SYSTEM HIGH SCHOOL PROFICIENCY TEST

THE REGISTERED HOLISTIC SCORING METHOD FOR SCORING STUDENT ESSAYS: SCORING GUIDE FOR TRAINING

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November, 1985

PTM 500.38

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INTRODUCTION

This document presents information to trainers already trained in the Registered Holistic scoring method. It has been developed to assist these trainers in training others in the procedures and the criteria of the new scoring method. The Registered Holistic scoring method was designed and field tested for the writing sample component of the High School Proficiency Test (HSPT). The Scoring Guide for Training contains an operational definition of the new scoring method, guidelines for scoring, factors related to maintaining scorer objectivity, and rules for conducting a scoring discussion. In addition, the scoring guide sets forth the criterion at each of the six score points with descriptive features that indicate at each score point the student-writer's command of written language. Samples of representative essays are also provided.

The material contained in this document is directed solely to the trainer or "would be" trainer of the Registered Holistic scoring method. Trainers should photocopy this document for training educators in their respective school districts.

The document, however, does not stand alone in helping educators understand New Jersey's transition from "holistic scoring" of essays to our present use of "registered holistic scoring." Specific information on the rationale for the New Jersey State Department of Education's development of the Registered Holistic scoring method, application of the scoring method's criteria

in the first year, comments from the readers who used the scoring method, samples of representative student essays, and suggestions for classroom use are discussed in the document distributed in fall 1985, entitled: The Registered Holistic Scoring Method for Scoring Student Essays. A copy of this document will be distributed to each chief school administrator and to each school building administrator.

THE REGISTERED HOLISTIC SCORING METHOD: AN OPERATIONAL DEFINITION

The Registered Holistic scoring method is a different way of assessing students' writing. While other scoring methods (holistic, analytic, primary trait) vary with the nature of the writing to be scored (narration, description etc.) and the local instructional objectives to be measured, Registered Holistic is based on defined features of writing quality and levels of writing proficiency. The Registered Holistic scoring method judges student writing samples generated in a test setting. The scoring method judges the sample in terms of how well the writer has integrated four features of written language and produced a writing sample that communicates an intended message to a given audience. Proficiency and success are based upon students' command or level of facility with four salient features of written expression: **organization/content, usage, sentence construction, and mechanics.**

Registered Holistic scoring has some characteristics similar to other scoring methodologies, including the Holistic and Analytic Trait methods. The Registered Holistic scoring method has scorers read students' essays as a unified and coherent whole (Holistic method) while basing their judgment as to the quality of that written communication on a pre-determined set of features of writing (Analytic method). In Registered Holistic scoring, the pre-determined set of features (organization/content, usage, sentence construction and mechanics) are registered or anchored by statement(s) that create the scoring guide criteria. The point values or score points describe the proficiency level or how well the student handles the four features. New Jersey uses a six point score scale: 1 (lowest) to 6 (highest). Each score point on the six point scale has the same four

features but with inherent differences in their descriptions relative to the level of proficiency. The criteria with descriptive features indicate at each score point the student-writer's command of written language.

The significant difference between this method and most other scoring methods is the criteria's focus and flexibility. The Registered Holistic method's focus is predominantly on organization/content. The method is flexibile in that it can be used with any topic prompt and any mode of writing.

The Registered Holistic scoring method:

- uses score point criteria representing increasing levels of writing skill development;
- uses consistent language across all score points;
- defines each feature at each score point, emphasizing content and organization; and
- provides accuracy and consistency through stringent controls on the training and qualifying of raters.

The scoring method does not rely on raters to infer or overlay the criteria/feature from examples or anchor papers. Rather, the method relies on the consistent and defined criteria at each score point. The samples and accompanying anecdotes included in this document show how well students are able to command or handle the four features of written language. All discussion during training uses the language of the scoring guide to assure that the raters' application of the Registered Holistic scoring method is accurate and consistent.

THE REGISTERED HOLISTIC SCORING METHOD

FOR SCORING STUDENT ESSAYS: SCORING GUIDE FOR TRAINING

GUIDELINES FOR SCORING

1. Read for an initial overall impression of the paper using the levels of development provided in the scoring criteria and the features that define the score points. The paper is, in effect, a first draft piece of writing. Proficiency and success are based upon student's command or level of facility with the four defined features of written expression.

2. Avoid comparing a paper with another specific paper or ordering papers in terms of their quality, since scoring the papers requires some balancing of the paper's features. Instead, refer to the scale and to your internalized concept of the levels of development and the four features defined at each score point.

3. Do not make assumptions about the proportions of 6's, 5's, 4's, 3's, 2's, and 1's there should be in a given set of papers. In a set of papers you may encounter a series of consecutive 2's, 3's, etc. Avoid the tendency to adjust the scores higher or lower if this occurs.

4. Avoid semantic, theoretical or philosophical discussion. Work toward understanding and internalizing the scoring criteria at each score point, instead of defining contrary opinions. (See Scorer Objectivity Issues.)

5. Beware of and avoid potential biasing factors. (See Scorer Objectivity Issues.)

6. Above all, score only what is on the paper. Avoid making assumptions about the writer, the consequences of assigning a particular score, and so forth.

THE REGISTERED HOLISTIC SCORING METHOD

FOR SCORING STUDENT ESSAYS: SCORING GUIDE FOR TRAINING

SCORER OBJECTIVITY ISSUES

Scorers should be aware of and attempt to overcome the potential influence of scorer bias on their ratings so that they can score each paper as objectively as possible. Bias can affect one's entire scoring pattern or may occur only in specific instances. An overall pattern, such as the tendency to score consistently lower than other raters, is generally easier to detect and correct than are idiosyncratic biases. A number of factors can bias or unknowingly influence a scorer's perception of a paper in a positive or negative direction.

1. Some of these factors are characteristics of the paper itself, such as:

    a. handwriting;
    b. lightness or darkness of writing;
    c. neatness;
    d. format (skipping lines, unusual margins, etc.);
    e. presence or absence of a title; and
    f. length of the response.

2. Other factors may be more difficult for a scorer to identify since they are personal reactions. Perceptions of a paper's overall quality and the writer's command of written language can be influenced by the scorer's:

a. concerns about the real-life consequences of assigning a certain score (e.g., "If I give the paper a low score, the student is more likely to receive additional instruction; etc.);

b. previous experiences with or opinions about the topic (e.g., views about the need for a longer recess, etc.);

c. expectations for writing performance that are developmentally or instructionally inappropriate for the grade level being scored (e.g., formula "essay" writing or applying "great literature" criteria to ninth grade writing, etc.);

d. personal reactions to the persona or tone of the composition (e.g., "Sounds like a cute kid!"; "What an egotist!; etc.);

e. reactions to the content of the composition (e.g., "It doesn't say anything new."; "It's boring!"; "Not another paper about washing dishes!"; etc.);

f. idiosyncratic preferences or prejudices in style or usage (etc., the use of "etc." or "that is"; the halo effect of a well-turned phrase; cliches, etc.);

g. deeply ingrained assessment standards from previous writing instruction experience (e.g., "Any paper with a fragment or run-on automatically gets an 'F'."; "Any paper with a clincher (a decisive point or remark) gets a smiley face."; etc.);

h. assumptions about the writer or the testing conditions (e.g., "This student obviously has a lot of potential but ran out of time."; etc.). Score only what is on the paper.

3. Other factors to be aware of are differences that are semantic, philosophical, or theoretical, etc.:

a. The Registered Holistic scoring method, a unique hybrid of the Holistic and Analytic scoring methods, judges students' command of written language. The features of the scoring guide criteria are: **organization/content, usage, sentence construction, and mechanics**. Criteria for this method are deliberately limited to what are considered the important aspects of writing at the state and local level. These features were considered by experts as most important to a written response that communicates an intended message to an intended audience (Breland & Jones, 1984; Freedman, 1979). The features were distilled from analyses of composition features referenced by expert readers and three years of summary reports conducted by the New Jersey State Department of Education (Bloom & Jenkins, 1984; Bloom, 1985). Furthermore, these features

can be taught and are considered worthy of instruction. Some programs assess writing using scoring guides with two criteria that are domain specific for text-level features. For example, a scoring guide would direct raters to look for: a) the parts of a business letter; b) focus and organization; and c) 10 separate criteria for sentence-level conventions—implying that mechanics are more important than the focus and organization of ideas. The criteria of the Registered Holistic scoring method are four features that represent increasing levels of writing skill development while remaining independent of the age of the writers as well as the domain or mode they choose to use to communicate. Thus, the first focus of raters is to the feature of "organization/content," with a readjustment of that score according to the severity of errors or error patterns in usage, sentence construction, and/or mechanics.

Broad definitions of the four features are presented below as an overview. However, raters must internalize feature specifics for each score point.

ORGANIZATION/ CONTENT

- refers to the writer's ability to set forth thoughts and related ideas for an intended audience that are both logically arranged and communicative on a given topic. This feature is the first and, therefore, most important feature raters are asked to focus upon and judge. (See each score point for explicit definitions.)

USAGE • refers to the use of tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.

SENTENCE CONSTRUCTION • refers to the ways in which words are put together to form phrases, clauses, and sentences that are grammatically and/or rhetorically correct; varied; coherent and intelligible.

MECHANICS • refers to the conventions of standard edited English including spelling, punctuation, and capitalization.

b. "Nonscoreable responses" (NSR). The chief reader in an actual scoring session is responsible for scoring nonscoreable responses (NSR). For some students a letter code rather than a numeral 2 to 12 (two raters using a 1 to 6 score scale) is used by the chief reader. The following letter codes are used to indicate that the essay was nonscoreable for one of the following reasons:

NSR Score	Explanation
(FR) Fragment	the student wrote too little to allow a reliable judgment of his or her writing ability.
(OT) Off Topic	the essay was not on the assigned topic.
(NE) Not English	the essay was written in a language other than English.
(NR) No Response	the essay paper was blank.

THE REGISTERED HOLISTIC SCORING METHOD

FOR SCORING STUDENT ESSAYS: SCORING GUIDE FOR TRAINING

SCORING DISCUSSION RULES

1. Scores have been preassigned to the papers in the guide and training papers. Your role is to score consistently, based on these preassigned scores and their meaning.

2. The goal of the discussion is to clarify the rationale for each paper's score. A rationale has been documented for each paper to help you understand the scoring criteria.

3. Keep the discussion in the "language of the scoring criteria" as much as possible. Tie the rationale for assigning a paper a given score to one or more of the features in the scoring criteria descriptions.

4. You should avoid "norm-referencing" (scoring on the basis of relationships) among papers. (e.g., "I gave it a 6 because it was better than the last paper we read."). Stick to the scoring criteria, the features defined, and the generalized concept of each level of scoring criteria.

5. If your score is not consistent with the preassigned score, attempt to obtain clarification from those who assigned the paper the same score as the preassigned score. If your score is consistent with the preassigned score, try to help other scorers understand how you arrived at your initial impression of the paper. In your discussion, keep to the "language of the scoring criteria."

6. Remember, your goal is to understand and internalize the scoring criteria with its defined features so that you will be able to score accurately. The key to attaining this goal depends on a productive exchange of ideas in team discussion, and working to understand the established score points, as opposed to defending contrary opinions.

NOTE: Detailed information regarding scoring procedures, number of readers, logistics of using two raters, aides, team leaders, and a chief reader; and conducting resolution readings can be located in the document entitled: The Registered Holistic Scoring Method for Scoring Student Essays, (Fall, 1985).

THE REGISTERED HOLISTIC

SCORING GUIDE CRITERIA

AND

SAMPLES OF STUDENT-WRITER'S

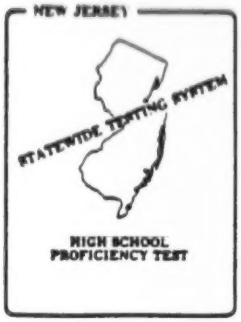
COMMAND OF WRITTEN LANGUAGE

ESSAY TOPIC SHEET

NAME _____

SCHOOL _____

FOLDER NUMBER _____



GENERAL DIRECTIONS

This is Part I of the Writing Test. This part consists of one writing exercise in which you will be expected to show how well you can write. For the exercise, you will write an essay on the stated topic. This essay will be read and scored by educators and will be returned to your school afterwards. You also have received a "Writing Checklist" card which lists important points for you to remember as you write your essay.

You will have 30 minutes to complete your essay. You may wish to take the first few minutes to think about how you will organize what you have to say before you begin to write. If you wish to make an outline or any notes, use the space for **NOTES** provided on the back of this sheet. This space is meant to help you plan your essay, but your notes will not be scored. All that will be scored is the essay you write on the two lined pages provided in your answer folder. You must use either a black pen or a #2 pencil to write your essay, and you may either print or write the essay.

Do your best to write a clear, well-organized essay. You may not use a dictionary or any other reference materials during the test. If you finish before time is called, go back over the essay using the Writing Checklist to improve what you have written. Then close your folder and wait quietly until you receive further instructions.

ESSAY TOPIC

Think about a task you have had to perform that you didn't like. It could be a job you have had, a household chore, or something else that you were required to do. Write an essay telling about the task and why you didn't like it.

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Score Scale Point 1

The response indicates an **INADEQUATE COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristics of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.

USAGE

- may display numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.

SENTENCE CONSTRUCTION

- may demonstrate an assortment of grammatically incorrect sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.

MECHANICS

- may display errors in mechanics so severe as to detract from the meaning of the response.

THE JOB I DID NOT WANT TO DO IS TAKE THIS TEST BECAUSE I DONT LIKE TO TAKE THEM. THEY ARE TOO LONG. THE TEST IS ABOUT MATH READING AND EVERYTHING ELS. WHAT'S WORSE IS THAT IT'S TO LONG AND HARD.

Score Scale Point: 1 This response is on topic but is very sparse with only a few bare details, "math reading" and "too long and hard." Errors in mechanics are also evident.

through my life I've had alot of chores to do around the house. Some of them were, taking down the garbage or dusting the television and stereo and all the appliances around the house. I didn't like it at all, but I had to do them, and my homework, if I wanted to go out.

One chore I had never ever done in my whole life was, the worst one of them all, the killer one, the one nobody likes to do, not even girls or my mother wich is their kind of chore. I came home from school one day, went inside and found everything nice and clean. One place I forgot to check

Score Scale Point: 1 This writer begins with a list of tasks, "taking down the garbage, dusting, homework," then attempts to focus on one chore which is left unnamed. The narrative is interrupted in mid-sentence before any details are presented.

Score Scale Point 2

This response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea. Details are presented with little, if any, elaboration — highlight papers.

USAGE

- may have severe problems with usage, but they are not totally out of control.

SENTENCE CONSTRUCTION

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

MECHANICS

- may display numerous serious errors in mechanics.

Baby Siting

Bady siting gets on My Nerves sometimes But do Not like to Baby sit becase the Kids a lot of Nouns and do Not listing to me. I bady sit My brother and My two Neas from 30' chock to 60' clock avery day of the week but on Saturday and Sunday I don't have to Baby sit. Baby sitting is for girls and Not for Boys. Baby siting is Not Very hard I come home from school and When I get there the Kids are all ready there. There are some good parts about baby siting like 2 00 dolla a hour.

Score Scale Point: 2 This essay presents details, "do not listing to me," "3 o'clock to 6 o'clock," "for girls not for boys," but provides little elaboration. The organization is weak with ideas presented randomly; control problems are evident.

One time I was required to do something by the board of Health and that was one of the most saddest days of my life I had to get rid of my rooster. I had raised it since it was born. Some neighbor called the board of health and she can't even hear it on account of her location. Even though I did not have to get rid of my four hens it still was one of the saddest times I had to go through so far. There will be a lot other sadder than this that I will go through.

Score Scale Point: 2 The writer presents ideas in a logical fashion, but the response is sparse--a highlight paper. With more elaboration on raising the rooster or on the irate neighbor and more effective use of transitions, this paper could receive a higher score. Errors in usage, sentence construction and mechanics are evident.

a news paper JOB For money How it was so Boring at sometimes on Sundy when I was 10 I had a good JOB with The Bergen Record when I took this Rout I knew then it wasn't going to be easy then but when I got to know The JOB People it was didn't get Much money better like when I had to go sometims celect the money From the people they would always say me I dont have the money but they would always wont then paper on time, some Times I wanted to rip the paper but I couldnt DO that or I would be in big trouble with the manager, then on Sundays I hate it the most work becaus I didn't have a bike to ride at the time so I had to walk around and it was boring at the biggest time I was redy to quit the JOB But stat with it hell I was 13 Then I deside to quit

Score Scale Point: 2 This writer demonstrates an attempt at organization and provides some elaboration of the newspaper collection problems. This paper remains a 2 because of severe errors in usage, sentence construction and mechanics.

Score Scale Point 3

This response indicates a **PARTIAL COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused upon clearly meets the criteria for a 3. For example: some 3 papers are sparse--they have several details with a little elaboration, but they are organized and controlled; some 3 papers will ramble somewhat, repeating ideas resulting in a lengthy response that otherwise would be sparse; and other 3 papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

- may display a pattern of errors in usage.

SENTENCE CONSTRUCTION

- may demonstrate an excessive monotony in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

- may display a pattern of errors in mechanics.

Cleaning up the yard is a boring sometimes unbeneficial job. I find it a monotinous thing to do, even on some occasions there doesn't seem any point in doing it. There are little pieces of paper, trash, and leaves all over the ground that have to be raked or piled up. Then you find little gifts left by your pets or someone elses pets, you have to clean that up also. As you may now know how much I don't like this monotinous chore, even when sometimes it does make our property look nice.

Score Scale Point: 3 This response has a single focus "cleaning the yard," and is organized and controlled. Although there is some vivid language, "little gifts," it is sparse, providing a list of items in the yard with little elaboration of the task.

Last summer, when we just moved to a new house which has a back yard. My mother tell me to clean up a part of a yard for gardening. I didn't like the job, but I have to do it. The day was hot. it's about 90°. I have to plowed up the grass, losed the soil, and picks out rocks. then I have to throw the grass away packed the trees up then shape up the soil. then I started plant some vegtable seeds in there and sprinkle some water. when I finally finished, I was sweat all oder, and I was tired and thirsty. my hole shirt and pants were dirty. my hands were hurt and I feel a little dizzy after staying under the sun for about a day, and my mother tell me I have to water the yard everyday from now on. I can't say I like the job of gardening, but every day, when I saw the plant is growing taller and bigger. I was fill with joy and I think it's wath the effort I have put in.

and cut down some small trees

to form a rectangle yard

Score Scale Point: 3 This writer provides some details, "plowed up the grass, losed the soil," etc. The fatigue discussion is elaborated. The paper is organized and an overall progression is apparent. Errors in usage, sentence construction and mechanics keep it to a 3.

There was a job that I didn't like being a paper boy because of these reasons: not enough money involved, people are not nice, I have to get up real early in morning and last but not least I have to go out in snow rain, wind. And every time my friend asks me to go to The movies or some other place like that I Always have to say "no" because I have to be back by two o'clock. And IF I want to sleep late on saturday or sunday I can't because I have to get up from bed at seven o'clock And when I come back from paper route I can't go back to sleep because I got my second wind. And money wise is terrible because I do that All week For a lousy Fifteen dollors Also ~~People~~ Don't even give me tips and there mean. And Finally the weather I have to go out in Snow rain, wind and on the days it is raining or Snowing I can't bring my bike that means I have to walk to each home. That is why being a Paper boy is a really tough Job.

Score Scale Point: 3 This response has a single focus, the problems of being a paper boy. The paper has some extension of the sleep, money, and weather ideas and some details but is interrupted by organizational flaws and by a lack of transition between ideas. Errors of sentence construction and mechanics are also evident.

Score Scale Point 4

The response indicates a **COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.

USAGE

- may display some errors in usage, but no consistent pattern is apparent.

SENTENCE CONSTRUCTION

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.

MECHANICS

- may display some errors in mechanics but these errors will not constitute a consistent pattern.

BEGIN WRITING YOUR ESSAY HERE 430

I really don't like cleaning my grandmother's house. Everytime I clean it my grandmom gets crumbs on the floor. I really waste my time trying to clean it. The house is big and hard to clean. It takes up all my time. Mopping stinks because the water dosten all over the place. I also have to vaccum and polish. There is so much furniture to polish that it takes almost the whole day. Maybe she will hire someone to help me do this boring job.

One of the rooms I hate the most to clean is the bathroom. It always has powder on everything. The toilet and tub are hard to clean. When I clean the bathroom I also have to do the wash. There are cabnets to clean too. But the main reason I don't like cleaning the bathroom is that it is a very small room and that makes it difficult to clean.

I wish she would get a smaller house or get someone to do my job. Then I wouldn't have to clean the house anymore.

Score Scale Point: 4 This response is uneven. It begins with a random list with extension on the big house, mopping, and polishing problems. In the second paragraph, the writer sufficiently elaborates cleaning the bathroom to make this a "4."

GO ON TO THE NEXT PAGE

The task that I had to perform that I did not like was my scienc project. It was a model of under the ocean. Many details were placed on the project. The hard part of the project was thinking of one. It took a long time to think of it because I was not interested.

The project took many materials and somebody else's help. The materials I had to buy were expansive. When I had to put the materials together, it would not work. I tried again, but there was still nobody to help hold things up. I finally got things in their right places.

When I was working on the project, it seemed that the time just flew by. Since I was doing my project I had no time for the things I enjoyed. I did not like that very much. My dad wanted me to do the best I could of my ability. I thought since he had faith in me, I could do the best job. I knew it was hard and complicated. I had no patience.

Even though I was not interested and involved in my work I still did it. I would not want to do another long term projects again. The more I looked at the materials and

the unfinished work, I'd put it in my mind that it was too difficult for me to do and to get it finished. Especially when I had no help and somebody else telling me how to do it. In all of my years I think that the science project about under the ocean was the hardest and difficult task I had to do that I did not like at all.

Scale Score Point: 4 This paper is general, never specifying what materials needed to be assembled or what things the writer enjoyed but couldn't do because of the project. The ideas ramble somewhat suggesting the task was difficult but not clarifying how. Organization is weak, repeating the lack of help and difficulty at the end of the essay. There is sufficient elaboration of ideas and overall progression to make this a 4.

At one time I had a job that I hated. I wasn't very good at it, but if I liked it I think I would have done it a lot better.

When I first got my job, I was very happy. I needed money for school clothes and other things that I wanted. A job seemed like the answer to all of my problems. My first week or so I thought the boss and other employees were being hard on me because I was new. This is when I realized that I hated to work.

During my stay as an employee at this restaurant, I found out how mean a person could really be. My boss wouldn't let me eat anything unless I paid. He wouldn't even let me take a break to rest. It was long hard hours, and all that kept me going was the thought of buying what I needed when I needed. I also liked the respect people gave me when they found out I had a job.

One day I went to work and my boss fired me, because I took a day off a few days before. He said I didn't ever call, but I did. I realized this was the meanest man I'd ever met. I went home and told my mom I was fired and that he still owed me forty dollars.

my mom called and the boss acted very nice to her

When I think back on that job and that boss, I remember how bad it was and how mean he was. I now know that any job that puts me through that kind of torture isn't worth having.

Score Scale Point: 4 This writing sample is organized and controlled. An overall progression is apparent with some transition between clusters. The response is somewhat episodal and jumps through time. Development is uneven with more information needed on the difficulty of getting along with other employees, the respect other people give the writer, and the nature of the task to qualify for a higher score.

There are many chores that you have to do during life, but you might not like them. The most common task you would have to do, if you are young, is to do work around the house. Your mom or dad always finds something for you to do. There are many things that must be done around the house. There are two main places that this stuff is done, inside and outside of the house. To me this is my most difficult job to do.

Most of the chores are done inside the house. The worst is dinner time when I have to set the table before dinner, clean off the table after dinner, then wash them and put them in the dishwasher. After the dishwasher is done I have to put the dishes away. Then my mom always tells me to clean my room. It always takes three hours to clean it! She always asks me to clean down stairs never my brother. I have to vacuum, dust and clean the bar off.

The hardest chores are done outside the house. It depends on what season it is to find out what to do. The worst is in the fall when there are so many leaves in our yard that you can't even see the ground. The winter is not that bad because you can have fun shoveling the walk by throwing snow at each other. The summer and spring is the time you have to mow lawns. It wouldn't be bad if my

yard wasn't so big. Then there is always trash to take out. Every day there is at least two bags.

As you can see there are many things you must do around the house. I wrote this because I hate them the most. But I think that all kids have to go through with it.

Score Scale Point: 4 This explanatory response is organized around an inside/outside strategy. The writer controls the essay but development is uneven moving from the kitchen to the bedroom to the downstairs and from fall to winter to summer to spring with some elaboration mixed with some bare details. There is little difficulty moving from idea to idea, but the clusters of ideas are loosely connected.

Score Scale Point 5

This response indicates a **GENERALLY STRONG COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically from beginning to end. The key ideas are developed with appropriate and varied details. Clusters of ideas are strongly connected. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.

USAGE

- have few errors in usage.

SENTENCE CONSTRUCTION

- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.

MECHANICS

- have few errors in mechanics.

I don't like to get up in front of a classroom I get very nervous. As a student I have been doing reports and short speeches for many years. I don't think I will ever get used to doing them.

In seventh grade I had Intro-Voc. which basically teaches about different jobs. At the beginning our class was told we would have to pick three career choices out of the ones we had seen filmstrips on and talk about the advantages and disadvantages of each in front of a camera.

That day, I was very nervous. I had my notes ready but I was worried about how I would look and sound. As I waited for the others to finish their talks, I became a little more brave. But when the teacher called my name my heart started pounding faster and faster. I walked slowly so I wouldn't look scared. Other than stumbling on a few words, I did fine.

As this was the first of many oral reports for Intro-Voc., I would describe it as the worst. I still don't like doing oral reports, but I don't dread them as much since I know what I look and sound like on camera.

Score Scale Point: 5 This is a short 5 essay which is organized, progresses logically from beginning to end, and has good pacing through the day of the task. The writer demonstrates effective use of transitions and strong imagery relating the suspense of waiting to give the speech.

There are many household chores that I'm required to do. Some of these are feeding our pets, changing our cats litter box, vacuming and walking my dog. But besides these jobs, there are two other jobs that I hate doing. These are watering the plants and filling the dishwasher.

I hate watering the plants because when I do I get all dirty from the soil. Besides this every time I have to go into the kitchen to get water and then go back into the greenhouse, I have to fight off five cats, so they don't go into the greenhouse and eat all the plants. Sometimes they get in and I have to run after them to catch them, which isn't any fun, because they get all dirty and wet from the plants that they had already investigated. Watering the plants, especially in my house, is no fun.

The reason that I hate filling the dishwasher because my hands always get dried out and wrinkle In my house everyone simply puts their dirty dishes into the sink. If there is a bowl or another deep object somebody would fill it with water and everyone else puts other things in the dirty water. This makes getting those dishes out of the water very unpleasant. I then usually get all the visable dirt off of

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CONTINUE WRITING YOUR ESSAY TO THE STOP SIGN BELOW

them and then start filling the dish washer. While I'm doing this, especially with the silverware, the dishes always scrape together and make a very disturbing noise. Another thing that bothers me is that there is never enough room in the dishwasher for all of the dirty dishes. So I have to wash and dry the extra dishes by hand.

Although I dispise these jobs there is still one good thing about them. Whenever I finish my chores my mother always tells me that I did a job well done, and appreciates that I do my jobs and don't complain. She thinks that I like doing these jobs, but little does she no my secret.

Score Scale Point: 5 This is an explanatory response which umbrellas, in the opening statement, two tasks, watering the plants and filling the dishwasher. The writing is organized and controlled, progressing logically from beginning to end. The key ideas are developed with appropriate and varied details. The paper has a sense of completeness and unity but shifts abruptly from the greenhouse to the dishwasher. A smoother transition is needed for a higher score.

STOP

DEPARTMENT USE ONLY

FOLDER NUMBER

"The Tragic Operation"

When I was six years old, I would get ear infections and colds just about every week. I was always sick with something. The doctors decided it would be best for me to have my tonsils and adnoids removed. I didn't want to because I was always scared of hospitals, like any other kid my age. I definately didn't want to go to the hospital. When I told my friends that I was going to have my tonsils and adnoids removed they made things worse. They told me all sorts of made up stories about hospitals and operations. They told me I would need about twenty shots. I was really scared. I told my mom that there was no way I would go. She pleaded with me saying I could get "all the ice cream I wanted" because when you have your tonsils out all you practically can eat is ice cream. "No way", I told her. She practically had to drag me to

the hospital. First I was supposed to have my tonsils removed and then next week I was to have my adnoids. What could be more tragic to a six year old?

After my mom practically had to carry me to the hospital for the first operation, I became real nervous. well, when I got in the operating room the anestia that they gave me didn't work untill a half an hour. When I was done with the first operation I went back to my room and I threw up because of the anestia It was awful, worse than I planned.

When I had the next operation a week later I was a little more prepared. After the operation I threw up again. Anestia, does that to me.

I have to admit there was one good purpose to these operations I can honestly say I havent been sick since I was six. and I used be sick just about every week.

Score Scale Point: 5 "The Tragic Operation" is an organized and controlled narrative. The writer takes compositional risks using quotations and rhetorical questions and interjecting personal reaction. The paper progresses logically from beginning to end. The abrupt shift to the second operation, the quick ending, repetition and word choice keep this response to a 5.

Score Scale Point 6

This response indicates a **STRONG COMMAND** of written language. The writing samples in this category:

ORGANIZATION/ CONTENT

- have an opening and closing. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. A variety of cohesive devices are present resulting in a fluent response. Many of these writers take compositional risks resulting in highly effective, vivid responses.

USAGE

- have very few, if any, errors in usage.

SENTENCE CONSTRUCTION

- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.

MECHANICS

- have very few, if any, errors in mechanics.

I took a job over last summer vacation. My friend gave me his paper route for The Bergen Record. I really disliked the job, but I kept it for the good money I was earning.

The job was tough work because there were many papers to be delivered each day. There were forty-two. I had a tough time moving the papers around because there were many steep hills and the temperature was usually eighty-five degrees.

I would deliver the papers at one o'clock each day. It would always be such a pain to have to go out and do work knowing I could be swimming in the pool in my backyard.

The route would take me over an hour to finish, and even longer as the week went on because the papers got larger and larger. The route would take me two hours sometimes because it would rain. That was the worst thing that could happen, because I'd have to make sure the papers stayed dry so I could get good tips at the end of the week.

When the weekend arrived I would go collecting, usually on Saturday. This is the only part of the job I liked, and sometimes it wasn't even fun because a customer wouldn't give me a tip! I would get home from collecting on Saturday knowing that tomorrow

I would have to deliver the largest paper.
The Sunday Record was huge. I would wake up at 5:30 in the morning and begin the route. I despised waking up that early. I would take my bike down the hill and begin to put the advertisments into each paper, which took a long time. Then I took about one-fourth of the papers and started out. The ten papers weighed a lot, especially when I had to go up hill. Then, when those were delivered I went back and got ten more papers. I would repeat this until the job was finally done, which was about 8:30 A.M.

When I look back on the job I am glad I did it because it was a good learning experience. It showed me that you have to work hard if you want money, it won't just come to you. It was also a good lesson because I was running my own little business.

Score Scale Point: 6 This is a no-stone-unturned response which discusses the difficulty of delivering newspapers in a pedantic, step-by-step fashion. This paper is well-developed, organized, and complete, progressing logically from beginning to end.

One of the most difficult tasks I have had to perform was one which had a lot of personal feelings involved in it. I had to break off a very special friendship this past year that I wasn't quite sure I was ready to.

Last summer I got to know my older brothers best friends very well. One in particular. His name was Jon and no matter how silly or long I would talk he would keep on listening to me. He cared about me and we were able to talk to each other about almost anything.

The whole summer went well between the two of us. Jon had taken me to the shore twice and our friendship was very special. But the time did come when Jon went back to college and I was left to figure out my true feelings about our relationship.

We wrote to each other and Jon treated our friendship as a "boyfriend-girlfriend relationship. It scared me because I felt he was expecting to much from me, and our age difference of five years was coming into reality. He wrote such beautiful letters and when I tried to write back I couldn't sign them by saying I Love You Because I didn't know if I really did love him.

Well, I guess Jon became frustrated with my replies because when he came home on his Christmas break he

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didn't talk to me once. For six weeks he didn't call or come over to my house to be with me. I felt bad but I didn't say anything. After his break he wrote to me again praising me and telling me how much he loved me. I felt very very confused.

So I decided to write him a letter that was very hard for me to write and it took me about a week to fully write how I felt. I told him that he was really hurting me by not talking to me while he was home and then writing letters like everything between us was normal. I also told him that I thought he was very confused and should take a lot of time to respond to my letter or maybe not write back at all.

This letter was extremely difficult to write but I had to express my emotions. I had to write the letter because I could not go on fooling either of us this way by pretending that we still had a friendship. I guess I understood that our relationship was over because in three months he has not written back.

Our friendship was not lasting but it was special. The time I spent with Jon will stay in my heart forever. But our friendship was only based on memories.

Score Scale Point: 6 This writer successfully relates the changing emotional patterns of a relationship over a long period of time. The response is well-developed, demonstrates effective use of transitions, is organized, fluent, and complete.